



Annual Report 2019-2020

Community Day Charter Public School-Prospect
Community Day Charter Public School-Gateway
Community Day Charter Public School-R. Kingman Webster

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Non-Discrimination Statement

Community Day Charter Public Schools are committed to ensuring that all of their programs and facilities are accessible to all members of the public. We do not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, religion, homelessness, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students.

Introduction to the Schools

Community Day Charter Public Schools			
Type of Charters	Commonwealth	Location	Lawrence
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	NA
# of Instructional Days during the 2019-20 school year	188 chartered days of instruction: 129 in-person 59 remote learning	School Hours	8 AM – 4 PM
<i>Community Day Charter Public School-Prospect</i>			
Age of School (Year Opened)	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	400	Current Enrollment	400
		Students on Waitlist	1131
Chartered Grade Span	K1-8	Current Grade Span	K1-8
<i>Community Day Charter Public School-Gateway</i>			
Age of School (Year Opened)	2012	Year(s) Renewed	2017
Maximum Enrollment	400	Current Enrollment	400
		Students on Waitlist	1132
Chartered Grade Span	K1-8	Current Grade Span	K1-7
<i>Community Day Charter Public School-R. Kingman Webster</i>			
Age of School (Year Opened)	2012	Year(s) Renewed	2017
Maximum Enrollment	400	Current Enrollment	400
		Students on Waitlist	1126
Chartered Grade Span	K1-8	Current Grade Span	K1-7
<p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p>			

Letter from the Chair, CDCPS Board of Trustees

We are sharing this 2019-20 Annual Report at a time of significant upheaval in the history of our country. During this time, Community Day Charter Public Schools has turned its attention to supporting students, staff, and families, while we simultaneously strive to maintain the high quality of our academic instruction.

In 2019-20, CDCPS reached maximum enrollment of 1200 students across the network, representing an increase of 80 students from the previous school year. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their eighth year in operation with each school adding grade 8 programs and serving a total enrollment of 400 (an increase of 40 students in each school from the previous year). CDCPS-Prospect, which just concluded its 25th year, continued to serve 400 students in kindergarten 1 - grade 8. For the past 8 years, CDCPS has had a formal collaboration with Community Day Arlington (CDA), an elementary school within the Lawrence Public Schools. That formal collaboration officially ended this year as the school transitions back to district management, and we look forward to continued collaborations and partnership in the future. It has been inspiring to watch the ways in which CDA has transformed as a result of the strong community built by the students, staff, and families at the school. CDCPS has been honored to learn from and share with CDA throughout that journey.

This marked the first year of Maria Gonzalez Moeller's tenure as Chief Executive Officer of Community Day Charter Public Schools, after Sheila Balboni retired as Executive Director. Ms. Moeller, in collaboration with a highly committed and dedicated school leadership team, spent her first year in this role navigating the unprecedented crisis brought about by the Coronavirus pandemic. Together, the team was able to quickly pivot from in-person to remote learning, and develop supports for families and staff to make this shift.

CDCPS began the year with a continued focus on literacy and culminating projects, but beginning in March shifted to focus on developing a remote learning program. The schools took a phased approach to remote learning. The initial phase focused on developing a vision for remote learning, identifying challenges to operationalizing it, and determining how to roll it out and monitor progress. The schools distributed Chromebooks and iPads to families who did not have learning devices at home, identified communication mechanisms for families to reach out for support, and worked with leaders across the network to develop planning teams. In the second phase, CDCPS focused on expanding outreach, deepening remote learning content, and ensuring all students were participating to the greatest extent possible. Finally, from late April until the end of the school year, CDCPS focused on introducing new content that focused on the necessary pre-requisite skills to advance to the next grade level.

At the close of the school year, we celebrated the first ever class of graduating 8th graders from CDCPS Gateway and Webster with a socially distant drive-through graduation ceremony on June 14th. We are excited to see what the future holds for these young women and men as they head off to the following high schools this fall: Abbott Lawrence Academy, Phillips Academy, Governor's Academy, Pingree School, Lexington Christian Academy, Middlesex, Concord Academy, Penguin Hall, St. John's Prep, Central Catholic, Notre Dame Cristo Rey, Bradford Christian Academy, Academy of Notre Dame – Tyngsboro, Greater Lawrence Tech, Whittier Tech, and a number of other local high schools.

This year, perhaps more than any other, I am proud to recognize the individuals across the CDCPS network who have dedicated their time, talent, and resources to help us excel. We are as always grateful to administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence at Community Day Charter Public Schools.

Sincerely,



Bill Webber, President
CDCPS Board of Trustees

School Performance and Program Implementation

In addition to the detailed information provided in the Accountability Plan Evidence charts in Appendix A this section summarizes the progress of Community Day Charter Public Schools in three key areas: faithfulness to the charter; success of the academic program; and organizational viability.

- **Faithfulness to the Charter**

Mission and Key Design Elements

Key design elements of Community Day Charter Public Schools reflect the core belief that *ALL* students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. Our schools provide faculty and staff with the resources and supports necessary to ensure that high-quality academic programs aligned to the Common Core and state learning standards are implemented to meet the range of student learning needs in every classroom. Teachers understand that student needs will vary in time and support in order to meet grade level learning goals. Student progress in relation to the standards is continuously monitored and instructional interventions based on assessment results are implemented by school leaders, classroom teachers, special education teachers, EL teachers and academic specialists who collaborate extensively and share responsibility for each student’s achievement. There is a true partnership with parents, who participate in activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in each school. CDCPS educators developed relationships with public and private high schools, local philanthropists and scholarship organizations so that our families have access to the school and financial assistance information they need to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide a positive transition from grade 8 to high schools chosen to meet students’ educational needs and goals.

Amendments to the Charter

No amendments were requested in 2019-20 school year.

Access and Equity

During the summer of 2018 the CDCPS school leadership team began to develop more extensive behavior policies and procedures, and has continued to refine this process since then. This toolkit for our staff includes student expectations, a clear definition of staff roles, a tiered-response chart with examples of how to deal with behavior, strategies for deescalating situations, clear definitions on what behavior calls for suspensions, and an additional toolkit on successful strategies to address behavior. There is a separate toolkit for each age group, Early Learning Center (PK-1), Lower School (grades 2-4), and Upper School (grades 5-8). The network Director of Culture participated in statewide workshops put on by the MA Charter Public School Association regarding behavior management and CDCPS scheduled workshops during staff orientation in summer 2019 that addresses how to work with children who have experienced trauma, with additional workshops planned for summer 2020.

CDCPS-Gateway 2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	363	2			

EL	88	1			
Economically Disadvantaged	205	2			
Students with Disabilities	42	1			
High Needs	302	2			
Female	174	1			
Male	189	1			
American Indian or Alaska Native	1	0			
Asian	2	0			
African American/Black	4	0			
Hispanic/Latino	347	2			
Multi-race, Non-Hispanic/Latino	0	0			
Native Hawaiian or Pacific Islander	0	0			
White	9	0			

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04260000&orgtypecode=5&=04260000&>

CDCPS-Prospect 2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	401	2			
EL	124	1			
Economically Disadvantaged	228	2			
Students with Disabilities	57	2			
High Needs	329	2			
Female	204	0			
Male	197	2			
American Indian or Alaska Native	0	0			
Asian	1	0			
African American/Black	2	0			
Hispanic/Latino	390	2			
Multi-race, Non-Hispanic/Latino	0	0			
Native Hawaiian or Pacific Islander	0	0			
White	8	0			

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04400000&orgtypecode=5&=04400000&>

CDCPS-Webster 2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	363	6	0.6%	1.1%	0.0%
EL	108	2			
Economically Disadvantaged	217	5			
Students with Disabilities	37	2			
High Needs	288	6	0.7%	1.4%	0.0%
Female	188	0			
Male	175	6	1.1%	2.3%	0.0%
American Indian or Alaska Native	0	0			
Asian	4	0			
African American/Black	4	0			
Hispanic/Latino	340	6	0.6%	1.2%	0.0%
Multi-race, Non-Hispanic/Latino	2	0			
Native Hawaiian or Pacific Islander	0	0			
White	13	0			

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04310000&orgtypecode=5&=04310000&>

Best Practice Shared	Vehicle for Dissemination	Who at School was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Whole School Turnaround – Sharing of Human Capital Best Practices	Providing dedicated shared services team staff to CDA	CEO, CAO, and Director of Student Services, Director of Academics, Network DCIs, Director of Assessment and Accountability, Teachers	Lawrence Public Schools – Community Day Arlington	Revamping of staff and greatly increased professional development opportunities; regular use of data to drive instruction and curriculum.
Whole School Turnaround – Actual School Recovery	Managing the school for the district receiver	CEO, CAO, Director of Student Services, Director of Academics, Network DCIs, Dir. of Assessment & Accountability	Lawrence Public Schools – Community Day Arlington	Moved school from a Level 4 school to a Level 1 school in 3 years.
Whole School Turnaround – Early Learning Design Component	Brought early learning to school. Worked closely with City of Lawrence to develop model based on TCG’s previous success for four year old learning.	CEO, CAO, Network DCIs, Director of Early Learning	Lawrence Public Schools – Community Day Arlington	Community Day Arlington now has an early childhood center along with a full parent education component.
Academic Performance Collaboration with LEAP on ELA curriculum	On-going professional development and technical supports	CAO, Director of Early Learning, Director of Curriculum and Instruction K1-1	Lawrence Early Achievement Partnership (LEAP)	Assisted in the implementation of a new ELA curriculum, Core Knowledge. Shared best practices, professional development, and other developed materials to assist in the curriculum implementation.
Remote learning materials for execution of SEL/Connect Science Energy content	Ongoing conversations with DESE consultant for Connect Science grant	Director of Academics, Teachers	Connect Science Energy grantees and DESE	Shared remote learning materials related to implementation of an interdisciplinary approach to instruction. Connect Science prepares students to be knowledgeable and engaged citizens who can collaborate with others to solve community problems.
Implementation of Core Knowledge (CKLA) ELA curriculum for K1-2 with planning, assessment, and associated teacher training and support	Hosted Boston Public Schools Early Literacy Program Director and Executive Director of Academics for classroom observations and presentation of network CKLA implementation	CAO, Director of Early Learning, Network DCIs for grades K1-2	Boston Public Schools	Hosted Early Literacy Program Director and Executive Director of Academics for classroom observations and explanation of our adoption, roll-out, implementation, and on-going professional development for CKLA for K1-2. BPS is considering adoption of components of this curriculum series. As we transitioned to remote learning plan, CDCPS continued exchange of best practices for BPS to consider as each school develops reopening plans, curriculum, and methods of instruction.

School Performance and Program Implementation

- Academic Program Success

Student Performance

CDCPS-Gateway and CDCPS-Webster just completed their eighth year of operation serving students in kindergarten 1 – grade 8; therefore, the MCAS has been given five times for these schools. The MCAS 2019 data for all CDCPS network schools can be accessed on the Department of Elementary and Secondary Education’s School and District Profiles website using this link to the school’s 2019 Report Card:

CDCPS-Gateway:

<http://reportcards.doe.mass.edu/2019/04260205>

CDCPS-Prospect:

<http://reportcards.doe.mass.edu/2019/04400205>

CDCPS-Webster:

<http://reportcards.doe.mass.edu/2019/04310205>

2019 Official Accountability Report – Gateway	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	70% - Substantial progress toward targets
Accountability percentile	86

2019 Official Accountability Report – Prospect	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	52% - Substantial progress toward targets
Accountability percentile	72

2019 Official Accountability Report – Webster	
Overall classification	Not requiring assistance or intervention
Reason for classification	2019 National Blue Ribbon School – High Performing
Progress toward improvement targets	80% - Meeting or exceeding targets
Accountability percentile	87

Academic Program

From August – March, CDCPS maintained program delivery from the previous year for in-person learning. Beginning in March, with the advent of school closure and phased guidance from the state, CDCPS developed and executed a remote learning plan through the end of school in June.

In spring 2020, representative teachers from each grade level and the Heads of School from each school came together to promote vertical alignment across grades; to discuss this past year’s implementation of curriculum; to analyze data; and to discuss important needed curriculum adjustments. Teachers and leaders discussed the transition to remote learning, key power standards covered at the end of the school year, and the method of delivery. They began targeted planning for a “recovery year” for the upcoming academic year. Planning for the recovery year included both remediation during summer school and curriculum planning for academic year 2020-2021. School staff focused on key skills to spiral review from the previous year, including fact fluency and fractions; deeper exploration of geometry and statistics/probability covered during last phase of remote learning; and more problem-based learning and cross-curricular projects that allow exploration even if working from home. In addition, a major analysis and planning exercise is occurring during the summer to support literacy skills. We are focused particularly on supporting K-3 students and any student with identified reading goals, as well as incorporating essay writing for older grades in order to address the differentiated needs of students. It is in curricular details like these that we refine our lessons for the best student learning.

The Chief Academic Officer (CAO) and Director of Academics (DOA) along with network Directors of Curriculum and Instruction (DCIs) create yearly curriculum maps that help teachers to pace lessons throughout the year. DCIs facilitate end of year team meetings for horizontal alignment as well as network vertical alignment sessions with lead planners and school leaders. Based on the teacher input, the DOA and network DCIs for grades K-8 meet during the summer to update the Year at a Glance and curriculum mapping to reflect suggested changes and shifts for upcoming academic year. At our annual teacher orientation each August, DCIs, Heads of School, and teachers will review disseminated curriculum maps and make revisions based on current student data. This will be paired with health and safety as well as SEL training and support for the upcoming school year. Learning teams continue to discuss standards for ever-improving vertical and horizontal alignment during professional development days all year. With reopening in the fall, there will be internal diagnostics given for ELA and Math at each grade level developed by CAO, DOA, and DCIs, which in turn will be utilized to update all curriculum units and individual student goals as needed.

The CDCPS curriculum is fully implemented in each classroom of each school. Each teacher utilizes the common Blackboard Configuration (BBC) each day – the Aim (what is to be taught), Do Now (warm-up activity), main lesson steps, and homework for each lesson. The Aim, which teachers are expected to display for each lesson, is standards driven and based on the teacher’s curriculum map. Students learn to refer to the BBC as a way to understand the plan for each lesson, and school leaders use it to inform them at a glance about what is occurring in a classroom at any given time. Every teacher submits weekly lesson plans, which include the BBCs for each day as well as the key vocabulary/concepts that will be covered for the week. Weekly plans are saved to the school common drive and are available for review by Heads of School, DCIs, and teachers.

The network has an extensive library of DCI and teacher-created curricula in the form of unit templates that address essential questions, standards, aligned assessment items, key vocabulary, and resources, which teachers review and update periodically to ensure alignment with grade level learning standards. This year, with the shift to remote learning, a library of recorded instructional lessons was developed to support teachers across the network schools. Master teachers regularly come together in teams called “curriculum committees” to develop and update units that include standards, lesson vocabulary, differentiation, resources, and formative

assessments. This happens during the school year and in the summer. Teams of teachers, Heads of School, and DCIs meet weekly to develop and/or revise weekly lesson plans that are guided by the goals and activities in these units. Teachers across all CDCPS schools meet in teacher teams to work on curricular issues. This year, this practice continued with weekly Zoom sessions during the school closure and remote learning activities. Over the years, teachers have added to the richness of CDCPS curriculum by taking into consideration such features as pacing, resources, mandated school strategies like balanced literacy for ELA, and periodic benchmark testing. This “architecture” then becomes the basis for common units and individual lesson plan development.

During school closure, the school developed a remote learning plan consistent with the guidelines provided by the Department of Elementary and Secondary Education. Program delivery for Spring 2020 consisted of the following:

- Suggested daily schedule for each grade level band of Early Learning Center, Lower School, and Upper School
- Instruction and activities for 3-4 hours of structured learning a day
- Blocks of synchronous (via Zoom) learning for each grade level and subject
- Development and sharing of asynchronous learning videos to support learning of new content and spiral review of targeted skills
- Use of Google Classroom and ClassDojo for student work, communication, daily completion of work, and feedback from teacher
- Daily teacher “office hours” and real-time daily feedback on assignments
- Special education services and supports as mandated by state regulation via Zoom sessions and phone calls
- Daily optional enrichments for physical education, wellness, art, and/ or Spanish
- SEL class sessions via Zoom that included morning meetings, HoS support and reflection, class “family meetings”, and targeted character development lessons

During the summer of 2020, the CDCPS team, including the CEO, CAO, Director of Academics, Network DCIs, Director of Student Services, Director of Special Education, and Heads of School, will solicit stakeholder feedback from parents, teachers, and students and will create three operational plans for the return of school in the fall. This will include a remote learning plan, an in-person learning plan, and a hybrid plan with fewer students in physical spaces. All plans will be consistent with state guidelines.

Meeting needs of all learners through program delivery:

Community Day Charter Public Schools provide services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law. As a transition was made to remote learning, CDCPS adhered to all state mandated guidelines to continue service delivery and outreach to students and families.

CDCPS educators seek to discover the special characteristics and unique learning style of each student and to deliver the instructional and support services that respond to each student’s educational needs. Students with disabilities, limited English proficiency, and other learning needs are served in inclusive classrooms. Classroom teachers develop Personal Educational Goals (PEG) for every student; each PEG identifies the student’s strengths in counterpoint to those areas in which he/she will need additional support to meet grade-level learning standards. The schools’ District Curriculum Accommodation Plans (DCAP) serve as guides to faculty and staff as they work to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

One hundred forty-six (146) Community Day Charter students received special education services in school year 2019-20. Section 504 accommodation plans were developed for 85 students with disabilities. Special education services were provided by special education teachers, school psychologists, speech and language therapists, and occupational and physical therapists. In-class accommodations were made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

Services for English learners comply with state and federal requirements. Families new to our schools complete home language surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in speaking, listening, reading, and writing.

In 2019-20, there were 300 students identified as English learners (EL). EL students were placed in general education classrooms and EL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each student. Classroom teachers, language support teachers, reading specialists, learning specialists, generalists and subject matter teachers worked together to provide the two components of effective Sheltered English Immersion (SEI) instruction. These included English as a Second Language, also known as English language development, to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to EL students. CDCPS monitors the progress of students who exited the English learner education program for four years and we continue to provide these students with language and other support services as outlined in the DCAP. EL students also participate in the state’s ACCESS for EL tests, which measures their progress in learning English.

- **Organizational Viability**

Organizational Structure of the Schools

CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center (K1, K2, and grade 1), the Lower School (grades 2, 3, and 4), and the Upper School (grades 5, 6, 7, and 8). Each level has a head of school and an operations manager with approximately 150 students. The head of school is an instructional leader; the limited size of each cluster as well as the significant level of management support provided frees heads of school from unrelated but necessary administrative tasks allowing them to focus almost exclusively on classroom instruction and teacher, student, and parent relationships. The operations manager at each cluster level supports the non-instructional needs of that cluster. Staff and faculty roles are clearly defined and used to set goals on which personnel are evaluated.

Network Structure

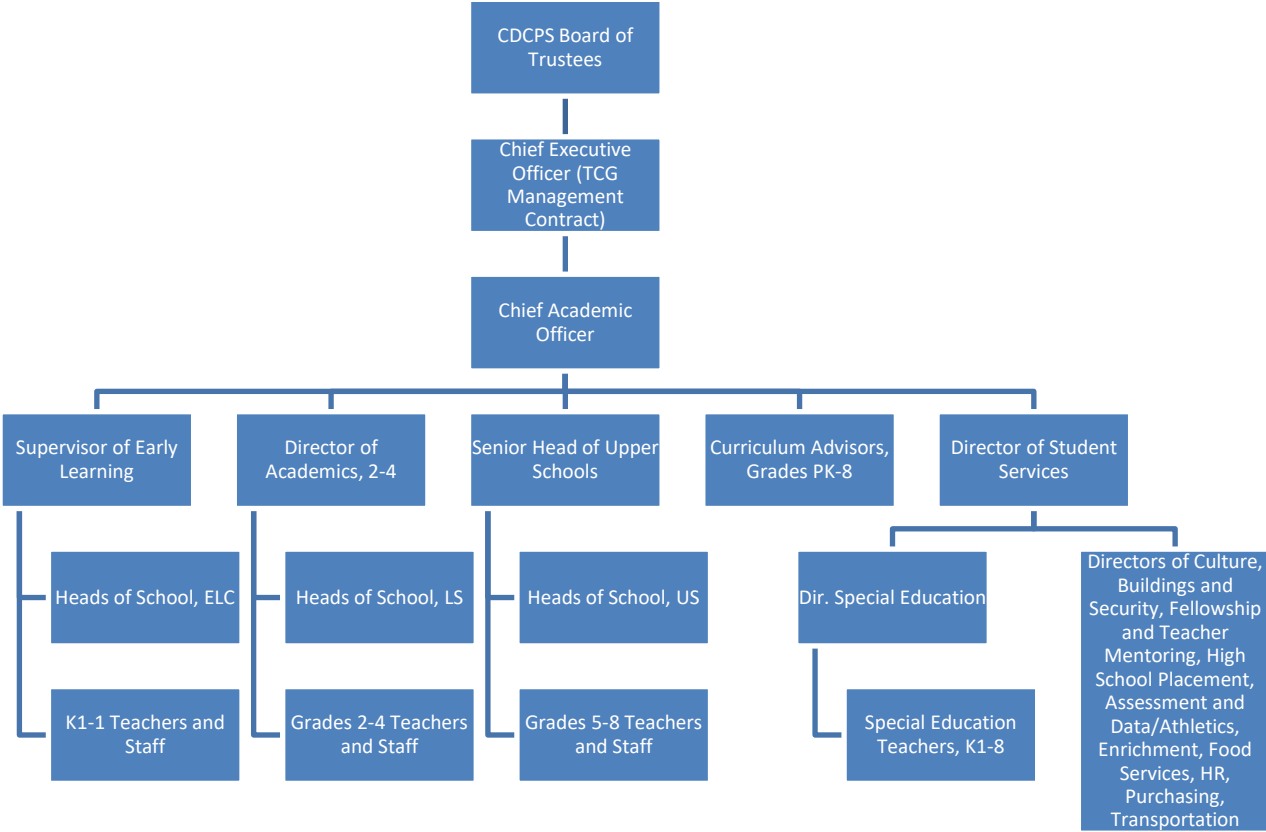
The network of three Community Day Charter Public Schools includes the anchor school, now known as Community Day Charter Public School-Prospect, which opened in 1995, and Community Day Charter Public School-Gateway and Community Day Charter Public School-R. Kingman Webster, which opened in 2012. The three schools are governed by one board of trustees. Board members are responsible for defining the school

mission, developing policies to support the mission, hiring and evaluating management personnel and establishing systems of accountability. They ensure that the school meets statutory and regulatory requirements and charter accountability goals.

The CDCPS Board of Trustees contracts with The Community Group (TCG), a nonprofit organization, to provide leadership and management services, including human resources, finance, technology, data reporting, fund raising and program development. In June, 2019 the Executive Director of TCG retired and the role was given new title of chief executive officer (CEO). The CEO, who reports to the CDCPS board president, works closely with the full board, and supervises the network and school staff. A committee of the board, headed by its president, evaluates the performance of the management company on an annual basis.

The CEO provides supervision to the chief academic officer (CAO). The CAO oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services) and manages the Network Director of Student Services, Director of Academics, Supervisor of Early Learning, Senior Head of Upper School, and Network Directors of Curriculum and Instruction. The CAO works with the Supervisor of Early Learning to apply the agency’s deep understanding of early childhood learning to grades K1-1. The Network Director of Student Services links the school to the TCG central office, supporting student services, including bus transportation, the nutrition program, extracurricular activities, high school placement, and staffing.

CDCPS organizational chart:



- Budget and Finance Reports

CDCPS-Prospect

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 20 Actual* (as of July 16, 2020)	FY 2021 Budget (July 1, 2020-June 30, 2021) Approved by the Board of Trustees on July 28, 2020)
Revenue		
Tuition	\$5,590,319	\$5,632,425
Grants (State & Federal)	\$332,787	\$380,000
Medicaid (SPED)	\$25,773	\$20,000
Nutrition Programs	\$202,095	\$265,000
Transportation and Other fees	\$28,657	\$50,000
Donations	\$170,534	\$195,000
Other	<u>\$10,040</u>	<u>\$10,000</u>
Total Operating Revenues	\$6,360,205	\$6,552,425
Expenses		
Personnel	\$4,199,904	\$4,328,500
Other Direct Student Costs	\$658,275	\$737,900
Occupancy	432,848	\$460,000
Equipment Renewal & Replacement	11,729	\$50,000
Other	<u>\$505,783</u>	<u>\$530,600</u>
Total Operating Expenses	\$5,808,539	\$6,107,000

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

Balance Sheet	
Current Assets	\$1,792,397
Fixed Assets (net)	11,434
Other Assets	<u>2,168,689</u>
Total Assets	<u>\$3,972,520</u>
Current Liabilities	\$206,814
Net Assets	<u>3,765,706</u>
Total Liabilities and Fund Balance	<u>\$3,972,520</u>

Fundraising	
The School raised the following during the year ended June 30, 2020:	
Scholarships	\$156,493
Summer School	\$10,500
General Support	\$3,541
Total Fundraising	\$170,534

CDCPS-Gateway

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 20 Actual* (as of July 16, 2020)	FY 2021 Budget (July 1, 2020-June 30, 2021) Approved by the Board of Trustees on ???
Revenue		
Tuition	\$5,561,057	\$5,692,424
Grants (State & Federal)	\$321,226	\$385,000
Medicaid (SPED)	\$24,595	\$24,000
Nutrition Programs	\$228,028	\$265,000
Transportation and Other fees	\$32,497	\$58,000
Donations	\$20,577	\$50,000
Other	<u>\$5,752</u>	<u>\$10,000</u>
Total Operating Revenues	\$6,193,732	\$6,484,424
Expenses		
Personnel	\$4,084,324	\$4,291,700
Other Direct Student Costs	\$693,881	\$690,500
Occupancy	\$396,824	\$417,100
Equipment Renewal & Replacement	\$10,267	\$50,000
Other	<u>\$510,590</u>	\$539,500
Total Operating Expenses	\$5,695,886	\$5,988,800

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

Balance Sheet	
Current Assets	\$1,297,384
Fixed Assets (net)	6,960
Other Assets	<u>1,378,584</u>
Total Assets	<u>\$2,682,928</u>
Current Liabilities	\$181,034
Net Assets	<u>2,501,894</u>
Total Liabilities and Fund Balance	<u>\$2,682,928</u>

Fundraising	
The School raised the following during the year ended June 30, 2020:	
General Support	<u>\$0</u>
Total Fundraising	<u>\$0</u>

CDCPS-R. Kingman Webster
Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 20 Actual* (as of July 16, 2020)	FY 2021 Budget (July 1, 2020-June 30, 2021) Approved by the Board of Trustees on ?
Revenue		
Tuition	\$5,649,342	\$5,743,473
Grants (State & Federal)	304,865	\$385,000
Medicaid (SPED)	12,010	\$20,000
Nutrition Programs	194,822	\$265,000
Transportation and Other fees	20,561	\$49,000
Donations	34,664	\$50,000
Other	<u>4,882</u>	<u>\$10,000</u>
Total Operating Revenues	\$6,221,146	\$6,522,473
Expenses		
Personnel	\$3,795,259	\$4,209,500
Other Direct Student Costs	\$570,661	\$687,980
Occupancy	677,109	\$720,900
Equipment Renewal & Replacement	23,466	\$50,000
Other	<u>\$536,679</u>	<u>\$542,300</u>
Total Operating Expenses	\$5,603,174	\$6,210,680

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

Balance Sheet	
Current Assets	\$1,150,687
Fixed Assets (net)	21,050
Other Assets	<u>919,435</u>
Total Assets	<u>\$2,091,172</u>
Current Liabilities	\$187,397
Net Assets	<u>1,903,775</u>
Total Liabilities and Fund Balance	<u>\$2,091,172</u>

Fundraising	
The School raised the following during the year ended June 30, 2020:	
Scholarship	<u>\$20,561</u>
Total Fundraising	<u>\$20,561</u>

Enrollment Table

FY21 Enrollment Table	Gateway	Prospect	Webster
Number of students pre-enrolled via March 16, 2020 submission	400	400	400
Number of students upon which FY21 budget tuition line is based	400	400	400
Number of expected students for FY21 first day of school	400	400	400

Capital Plan

CDCPS currently does not have any capital projects in progress or plans to initiate capital projects. We are in the process of reviewing our needs for equipment, furniture and fixtures related to re-opening under COVID restrictions but don't believe that our needs will raise to a capital project.

Appendix A

Accountability Plan Evidence 2018-19

Mission:

The mission of Community Day Charter Public Schools is to provide a Kindergarten through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage students in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

2019-20 CDCPS-Prospect, Faithfulness to Charter

	2019-20 Performance (Met/Partially Met/Not met)	Evidence																								
Objective 1: CDCPS-Prospect will have high academic achievement for its students compared to the Lawrence district and will enable its students to have high academic and personal choices after they graduate from the eighth grade.																										
Measure 1: Annually, the average ranking (for all MCAS type ELA tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	2019 MCAS ELA																								
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<p>Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels) of CDCPS-Prospect with all Lawrence public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.</p>	Met	<table border="1"> <tr> <th colspan="3">2019 MCAS Science</th> </tr> <tr> <td></td> <th>Number Rank</th> <th>Percent Rank</th> </tr> <tr> <td>Grade 5</td> <td>2/12</td> <td>17</td> </tr> <tr> <td>Grade 8</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>13</td> </tr> </table>	2019 MCAS Science				Number Rank	Percent Rank	Grade 5	2/12	17	Grade 8	1/11	9	Average 3-8	NA	13
2019 MCAS Science																	
	Number Rank	Percent Rank															
Grade 5	2/12	17															
Grade 8	1/11	9															
Average 3-8	NA	13															
<p>Measure 4: Annually, 75% of public or private secondary school institutions that enroll CDCPS-Prospect graduates and that base their admission on student achievement will agree or strongly agree that CDCPS students whom they enrolled were well prepared for academic and personal success.</p>	Met	<p>76% of public or private secondary school institutions that enrolled CDCPS-Prospect graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS students whom they enrolled were well prepared for academic and personal success.</p>															
Objective 2: Objective: CDCPS-Prospect will have programs and policies that encourage strong parent involvement in their child's education.																	
<p>Measure 1: Annually, the first parent teacher conference in the year will have 100% parent participation.</p>	Met	<p>The first parent teacher conference in the year had 100% (400 of 400) parent participation.</p>															
<p>Measure 2: Parent groups at CDCPS-Prospect will be formed each year and will meet at least bimonthly: regular PAB and special needs PAB.</p>	Partially Met	<p>The regular Parent Advisory Board at CDCPS-Prospect met 9 times (monthly Sept-May), and the special needs Parent Advisory Council at CDCPS-Prospect met 9 times (monthly Sept-May).</p>															
<p>Measure 3: Parent Involvement – 75% of parents agree or strongly agree that CDCPS-Prospect provides them with multiple opportunities to partner and share in their child's school experience.</p>	Met	<table border="1"> <tr> <th colspan="2">2019-20 Parent Survey Results:</th> </tr> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Parent Involvement</td> <td>86%</td> </tr> </table>	2019-20 Parent Survey Results:			Prospect	Parent Involvement	86%									
2019-20 Parent Survey Results:																	
	Prospect																
Parent Involvement	86%																
Objective 3: CDCPS-Prospect will make sure that parents are in agreement with the teaching methods and physical, emotional, and multicultural aspects of their child's experience at school.																	
<p>Measure 1: Academic learning - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology; 2) Attention to the individual learning styles of each child.</p>	Met	<table border="1"> <tr> <th colspan="2">2019-20 Parent Survey Results</th> </tr> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Response Rate</td> <td>16% (65 of 400)</td> </tr> </table>	2019-20 Parent Survey Results			Prospect	Response Rate	16% (65 of 400)									
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	Prospect																
Response Rate	16% (65 of 400)																

		Scholastic Achievement	92%
		Individual Learning Styles	88%
Measure 2: Social environment - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community.	Met	2019-20 Parent Survey Results	
			Prospect
		Physical & Emotional Safety	79%
		Multicultural Aspects	84%

CDCPS-Prospect, Dissemination (Lead School for CDCPS Dissemination)

	2019-20 Performance (Met/Partially Met/Not met)	Evidence
Objective 1: CDCPS-Prospect will share its ELA and Math curriculum with the Lawrence district school Community Day Arlington over the course of the charter term.		
Measure 1: By the end of the charter term, CDCPS-Prospect will conduct at least 5 ELA workshops and 5 Math workshops for Community Day Arlington teachers, training these teachers in the use of CDCPS-Prospect curriculum documents and methods	Met	CDCPS-Prospect conducted 3 ELA-based workshops, including culminating projects, differentiation, and benchmark analysis; and 3 math-related workshops, including project-based learning, lesson planning, and integrating technology into math curriculum.

2019-20 CDCPS-Gateway and CDCPS-Webster

	2019-20 Performance (Met/ Partially Met/ Not met)	Evidence			
Objective 1: CDCPS-Gateway and CDCPS R. Kingman Webster will have high academic achievement for its students compared to the Lawrence district.					
Measure 1: Annually, the average ranking (for all MCAS type ELA tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2019 MCAS ELA			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 3	1/12	1/12	8/8
		Grade 4	1/13	1/13	8/8
		Grade 5	1/12	1/12	8/8
		Grade 6	1/12	1/12	8/8
		Grade 7	1/12	1/12	8/8
		Average 3-8	NA	NA	8/8
Measure 2: Annually, the average ranking (for all MCAS type Math tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2019 MCAS Math			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 3	1/12	1/12	8/8
		Grade 4	1/13	1/13	8/8
		Grade 5	1/12	1/12	8/8
		Grade 6	1/12	1/12	8/8
		Grade 7	1/12	2/12	8/17
		Average 3-8	NA	NA	8/10
Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2019 MCAS Science			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 5	2/12	2/12	17/17
		Average 3-8	NA	NA	17/17
Objective 2: CDCPS-Gateway and CDCPS R. Kingman Webster will focus on each child succeeding academically and socially through individualized instruction.					
Measure 1: Individual learning – Annually, 75% of parents agree or strongly agree that CDCPS-	Met	2019-20 Parent Survey Results: Response Rate: Gateway (18%, 73 of 400)			

Gateway/Webster “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.”		Response Rate: Webster (17%, 67 of 400) <table border="1" data-bbox="847 239 1344 365"> <tr> <td></td> <td>Gateway</td> <td>Webster</td> </tr> <tr> <td>Individual Learning Styles</td> <td>82%</td> <td>83%</td> </tr> </table>		Gateway	Webster	Individual Learning Styles	82%	83%			
	Gateway	Webster									
Individual Learning Styles	82%	83%									
Objective 3: CDCPS-Gateway and CDCPS- R. Kingman Webster will have programs and policies that encourage strong parent involvement in their child’s education.											
Measure 1: Annually, the first parent teacher conference in December will have 100% parent participation.	Met	The first parent teacher conference in the year had 100% (400 of 400) for Gateway and 100% (400 of 400) for Webster parent participation.									
Measure 2: Parent involvement – annually, 75% of parents agree or strongly agree that CDCPS- Gateway/Webster provides them with multiple opportunities to partner and share in their child’s school experience.	Met	2019-20 Parent Survey Results <table border="1" data-bbox="753 695 1289 793"> <tr> <td></td> <td>Gateway</td> <td>Webster</td> </tr> <tr> <td>Parent Involvement</td> <td>89%</td> <td>78%</td> </tr> </table>		Gateway	Webster	Parent Involvement	89%	78%			
	Gateway	Webster									
Parent Involvement	89%	78%									
Objective 4: CDCPS-Gateway and CDCPS R. Kingman Webster will ensure that parents have positive feelings about their child’s experience at school.											
Measure 1: Academic learning - annually, 75% of parents agree or strongly agree that CDCPS- Gateway/Webster consistently uses a variety of teaching methods to promote High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology.	Met	2019-20 Parent Survey Results <table border="1" data-bbox="753 968 1289 1102"> <tr> <td></td> <td>Gateway</td> <td>Webster</td> </tr> <tr> <td>Scholastic Achievement</td> <td>90%</td> <td>87%</td> </tr> </table>		Gateway	Webster	Scholastic Achievement	90%	87%			
	Gateway	Webster									
Scholastic Achievement	90%	87%									
Measure 2: Social environment – annually, 75% of parents agree or strongly agree that CDCPS- Gateway/Webster consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community.	Met	2019-20 Parent Survey Results <table border="1" data-bbox="753 1276 1289 1461"> <tr> <td></td> <td>Gateway</td> <td>Webster</td> </tr> <tr> <td>Physical & Emotional Safety</td> <td>90%</td> <td>84%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>89%</td> <td>81%</td> </tr> </table>		Gateway	Webster	Physical & Emotional Safety	90%	84%	Multicultural Aspects	89%	81%
	Gateway	Webster									
Physical & Emotional Safety	90%	84%									
Multicultural Aspects	89%	81%									
Objective 5: CDCPS-Gateway and CDCPS-R. Kingman Webster will celebrate the culture and community of Lawrence..											
Measure 1: Cultural Respect – annually, 75% of parents agree or strongly agree that CDCPS- Gateway/Webster students and faculty consistently respect the multi-cultural aspects of the Lawrence community.	Met	2019-20 Parent Survey Results <table border="1" data-bbox="753 1688 1289 1787"> <tr> <td></td> <td>Gateway</td> <td>Webster</td> </tr> <tr> <td>Multicultural Aspects</td> <td>89%</td> <td>91%</td> </tr> </table>		Gateway	Webster	Multicultural Aspects	89%	91%			
	Gateway	Webster									
Multicultural Aspects	89%	91%									
Measure 2: Each year, CDCPS-	Met	Immigration is woven through all grades at CDCPS. As									

Gateway/Webster will incorporate at least one unit of study on the city and culture of Lawrence at each grade level each year kindergarten through grade 8.		Lawrence is an immigrant city, the history and culture of Lawrence is always a part of these units.
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CDCPS-Gateway and CDCPS-R. Kingman Webster Dissemination (Lead School for CDCPS Dissemination)

	2019-20 Performance (Met/Partially Met/Not met)	Evidence
Objective 1: In the course of assisting in the turnaround of the district Community Day Arlington (CDA) school, CDCPS-Gateway/CDCPS-R. Kingman Webster will share strategies for differentiation in ELA and Math.		
Measure 1: During the charter term, the network of TCG will organize and CDCPS-Gateway/Webster teachers will conduct at least 5 workshops for teachers at CDA from the following list of topics, training these teachers in strategies for differentiation in ELA and Math, data analysis in ELA and Math, writing, problem-based learning strategies in Math, and checks for understanding in ELA and Math.	Met	CDCPS-Gateway (and Webster) 3 ELA-based workshops, including culminating projects, differentiation, and benchmark analysis; and 3 math-related workshops, including project-based learning, lesson planning, and integrating technology into math curriculum.
Measure 2: During the charter term, identified teachers from CDCPS-Gateway/Webster will conduct ongoing professional development and technical assistance with the integration of technology into daily curriculum and assessments directly with teachers from CDA.	Met	CDCPS-Gateway and CDCPS-Webster teachers worked with CDA teachers to successfully implement computer-based testing in grade 3 with minimal disruption to students or teachers

Appendix B

Community Day Charter Public Schools Recruitment and Retention Plans

CDCPS-Prospect Recruitment Plan

2020-21

School Name: Community Day Charter Public School-Prospect

2019-20 Implementation Summary:

In school year 2019-20, recruitment plans for Community Day Charter schools were implemented for the 2020-21 school year. The application deadline for the schools was February 5, 2020, followed by the lottery held together for each school on March 11, 2020. Since this was our fourth year using online applications, and the second year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with 3,389 total applications for all Community Day Charter Public Schools.

CDPCS-Prospect had 32 openings with 15 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2020-21 will not be enrolled until after August 1, 2020 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2020 SIMS report.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2020-21:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan – Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 12.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12.7%</p> <p>The school is above CI percentages</p>	<p>(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services. • Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. • Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events. • Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities. • Enhance communications with Early Intervention at the Professional Center for Child Development. • Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models. • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school’s special education program.
	<p>(c) 2020-21 Additional Strategy(ies), if needed</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 28.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.1%</p> <p>The school is below CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. • Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. • Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon.
	<p>(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Leave translated copies of our flyers and applications at adult ESL programs in the community • Provided translators for families touring the school.

	<ul style="list-style-type: none"> Disseminate translated materials at cultural celebrations and citywide recreational events.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 49%</p> <p>GNT percentage: 53.9%</p> <p>CI percentage: 62.8%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. Made contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Provided child care at one or more information sessions.
	<p style="text-align: center;">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Promotional materials and Open House announcements made at local Head Start sites.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student. Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs as well as ValleyWorks Career Center.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2019-20 Strategies</p> <ul style="list-style-type: none"> Not applicable

<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Not applicable
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CDCPS-Prospect Retention Plan 2020-21

<p>Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2019-20 Retention Plan.</p>
<p style="text-align: center;">2019-20 Implementation Summary:</p> <p>We are reporting on the 2019-20 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> • ELL retention rates: 95.8% • Low Income retention rates: 94% • Special Education retention rates: 92.2% <p>All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.</p>

Overall Student Retention Goal	
<p>Annual goal for student retention (percentage):</p>	<p><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.5%); and Special Education (90.6%)</p>

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 7.8%</p> <p>Third Quartile: 15.3%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school’s approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. <hr/> <p style="text-align: center;">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	

<p>(a) CHART data</p> <p>School percentage: 4.2%</p> <p>Third Quartile: 15.1%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the Association of Parents in Action, a bilingual group which meets to discuss topics related to children’s education and the community. <p>(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p>
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 6%</p> <p>Third Quartile: 13.2%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Hold meetings and other family events that build school community. Include activities in which students’ academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. <p>(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. • Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that “No child is left behind.”
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. • Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect) • Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect) • Offer a range of extracurricular activities and family events that promote

	engagement with the schools and the community.
<u>Students who have dropped out of school</u>	(f) 2019-20 Strategies <ul style="list-style-type: none"> • Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2019-20 Strategies <ul style="list-style-type: none"> • Not applicable

CDCPS-Gateway Recruitment Plan 2020-21

School Name: Community Day Charter Public School-Gateway

2019-20 Implementation Summary:

In school year 2019-20, recruitment plans for Community Day Charter schools were implemented for the 2020-21 school year. The application deadline for the schools was February 5, 2020, followed by the lottery held together for each school on March 11, 2020. Since this was our fourth year using online applications, and the second year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with 3,389 total applications for all Community Day Charter Public Schools.

CDPCS-Prospect had 33 openings with 22 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2020-21 will not be enrolled until after August 1, 2020 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2020 SIMS report.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2020-21:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city

- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 10.8%</p> <p>GNT percentage: 10.9%</p> <p>CI percentage: 12.7%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services. • Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. • Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events. • Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities. • Enhance communications with Early Intervention at the Professional Center for Child Development. • Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models. • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school’s special education program. <p style="text-align: center;">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services.
Limited English-proficient students/English learners	

<p>(a) CHART data</p> <p>School percentage: 22.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.1%</p> <p>The school is below CI percentages</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Leave translated copies of our flyers and applications at adult ESL programs in the community Provided translators for families touring the school. Disseminate translated materials at cultural celebrations and citywide recreational events.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 51%</p> <p>GNT percentage: 58.2%</p> <p>CI percentage: 62.8%</p> <p>The school is below CI percentages</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2016. Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Provide child care at one or more information sessions. Promotional materials and Open House announcements made at local Head Start

	sites.
<u>Students who are sub-proficient</u>	<p align="center">(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> • The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center.
<u>Students who have dropped out of school</u>	<p align="center">(f) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Not applicable

CDCPS-Gateway Retention Plan 2020-21

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-20 Retention Plan.</p> <p align="center">2019-20 Implementation Summary:</p> <p>We are reporting on the 2019-20 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> • ELL retention rates: 100% • Low Income retention rates: 100% • Special Education retention rates: 100% <p>All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.</p>

Overall Student Retention Goal	
<p>Annual goal for student retention (percentage):</p>	<p align="center"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.5%); and Special Education (90.6%)</p>

Retention Plan –Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 0% Third Quartile: 17.4%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school’s approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0% Third Quartile: 16.5%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the Association of Parents in Action, a bilingual group that discusses topics like children’s education and community.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 0% Third Quartile: 14.5%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Hold meetings and other family events that build school community. Include activities in which students’ academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that “No child is left behind.”
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect) Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect) Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2019-20 Strategies</p> <ul style="list-style-type: none"> Not applicable
<p style="text-align: center;">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-20 Strategies</p> <ul style="list-style-type: none"> Not applicable

CDCPS-Webster Recruitment Plan 2020-21

School Name: Community Day Charter Public School-Webster

2019-20 Implementation Summary:

In school year 2019-20, recruitment plans for Community Day Charter schools were implemented for the 2020-21 school year. The application deadline for the schools was February 5, 2020, followed by the lottery held together for each school on March 11, 2020. Since this was our fourth year using online applications, and the second year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with 3,389 total applications for all Community Day Charter Public Schools.

CDPCS-Prospect had 30 openings with 13 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2020-21 will not be enrolled until after August 1, 2020 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2020 SIMS report.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2020-21:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2019-20 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
- Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.
- Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.
- Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.
- Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
- Enhance communications with Early Intervention at the Professional Center for Child Development.
- Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.

(a) CHART data

School percentage:
9.5%

GNT percentage: 9.2%
CI percentage: 12.7%

The school is above GNT percentages and below CI percentages

	<ul style="list-style-type: none"> • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 24.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.1%</p> <p>The school is below CI percentages</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. • Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. • Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon. • Bilingual or multilingual staff available during the open houses and information sessions. <p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> • Leave translated copies of our flyers and applications at adult ESL programs in the community. • Promotional materials and Open House announcements made at regional Head Start sites.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 53.1%</p> <p>GNT percentage: 53.3%</p> <p>CI percentage: 62.8%</p> <p>The school is below the GNT and CI percentages</p>	<p align="center">(b) 2019-20 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. • Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). • Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. • Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015. • Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. • Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects
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	<p>owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.</p> <ul style="list-style-type: none"> • Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families.
	<p style="text-align: center;">(c) 2020-21 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> • Provide child care at one or more information sessions. • Promotional materials and Open House announcements made at local Head Start sites
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school’s use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school’s efforts to continuously monitor students’ academic progress and instructional methods to address the needs of any student who is not making adequate progress.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> • The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Not applicable
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-20 Strategies</p> <ul style="list-style-type: none"> • Not applicable

CDCPS-Webster Retention Plan

2020-21

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-20 Retention Plan.

2019-20 Implementation Summary:

We are reporting on the 2019-20 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 97.5%
- Low Income retention rates: 98.8%
- Special Education retention rates: 100%

All rates are higher than the state averages, evidence that our strategies were generally successful for the 3 major demographic groups.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	<u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.5%); and Special Education (90.6%)

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 17.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><u>(b) 2019-20 Strategies</u></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. <hr/> <p style="text-align: center;"><u>(c) 2020-21 Additional Strategy(ies), if needed</u></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 2.5% Third Quartile: 16.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><u>(b) 2019-20 Strategies</u></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the Association of Parents in Action, a bilingual group that

	discusses topics like children’s education and community.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 1.2% Third Quartile: 14.5%</p> <p><u>The school is below third quartile percentages.</u></p>	<p align="center">(b) 2019-20 Strategies</p> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> Hold meetings and other family events that build school community. Include activities in which students’ academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.
	<p align="center">(c) 2020-21 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2019-20 Strategies</p> <ul style="list-style-type: none"> Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that “No child is left behind.”
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2019-20 Strategies</p> <ul style="list-style-type: none"> Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (CDCPS-Prospect) Implement activities like career days that expose students to a range of careers and the pathways to their attainment. (CDCPS-Prospect) Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2019-20 Strategies</p> <ul style="list-style-type: none"> Not applicable
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2019-20 Strategies</p> <ul style="list-style-type: none"> Not applicable

Appendix C

School and Student Data Tables

Student Demographic Information

In addition to the Student Data Tables provided here we are also including links to each school's student information that can be found on the Department of Elementary and Secondary Education's School and District Profiles website.

Community Day Charter Public School – Prospect:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04400205&orgtypecode=6>

Community Day Charter Public School – Gateway:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04260205&orgtypecode=6>

Community Day Charter Public School – Webster:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04310205&orgtypecode=6>

Community Day Charter Public School - Prospect		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2019-2020		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.5
Asian	0	0.0
Hispanic	391	97.8
Native American	0	0.0
White	7	1.8
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special Education	51	12.8
English Language Learner	114	28.5
Economically Disadvantaged	196	49.0
Community Day Charter Public School – Gateway		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2019-2020		
Race/Ethnicity	# of students	% of entire student body
African-American	4	1.0
Asian	3	0.8
Hispanic	383	95.8
Native American	1	0.3
White	9	2.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special Education	43	10.8
English Language Learner	90	22.5
Economically Disadvantaged	204	51
Community Day Charter Public School - R. Kingman Webster		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2019-2020		
Race/Ethnicity	# of students	% of entire student body
African-American	4	1.0
Asian	4	1.0

Hispanic	380	95.0
Native American	0	0.0
White	10	2.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	2	0.5
Special Education	38	9.5
English Language Learner	97	24.3
Economically Disadvantaged	212	53.1

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Community Day Charter Public Schools			
Mary Chance, Chief Academic Officer	Overall management of the network of schools, implementation of school missions and accountability plans	July 2019	
Carin Moriarty, Director of Academics	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments	July 2019	
Patricia Teichman, Supervisor of Early Learning and ELL	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments for Early Learning	August 2004	
Brent Merten, Director of Student Services	Provide leadership for operational management and oversee network wide programs (i.e., transportation, food service)	July 2016	
Rebecca Morse, Director of Special Education	Oversee implementation of the State and Federal requirements of special education for each school	July 2013	
Community Day Charter Public School-Prospect			
Jessica Drapeau, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2019	
Christopher Finan, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	August 2018	
Kelly Peake, Sr. Head of School	Supervise/evaluate faculty and programs at the upper school	August 2013	
Community Day Charter Public School-Gateway			
Sarah Steinberg, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2017	
Allison Ashworth,	Supervise/evaluate faculty and	July 2019	

Sr. Head of Lower School	programs at the lower school		
Pierce Woodward, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	July 2017	June 2020
Community Day Charter Public School-R. Kingman Webster			
Christina Lopez, Head of School Early Learning Center	Supervise/evaluate faculty and programs at the lower school	July 2015	
Rachel Fiddelman, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2019	
William Cummiskey, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	July 2017	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Community Day Charter Public School-Prospect				
Teachers	46	2	4	3 accepted another job 1 retired 2 contract not renewed
Other Staff	27	0	4	2 accepted another job 1 moved out of state 1 contract not renewed
Community Day Charter Public School-Gateway				
Teachers	45	2	6	1 moved out of state 7 accepted another job
Other Staff	18	1	2	3 accepted another job
Community Day Charter Public School-R. Kingman Webster				
Teachers	40	9	10	2 moved out of state 4 contract not renewed 13 accepted another job
Other Staff	23	3	1	4 moved out of state

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2020	9
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	20

Name	Position on the Board	Committee affiliation(s)	- Number of terms served*;	Length of each term, including date of election and expiration
William Webber	Chair	Finance Building Compensation	1	5 year term May 2017 – May 2022
Barbara Longworth	Vice Chair	Education Committee	1	5 year term Dec 2018 – Dec 2022
Mary Dyer	Treasurer	Education Committee	2	5 year term May 2020 – June 2025
Paulina Taveras	Secretary	Governance Committee	2	1 year term May 2017-May 2022
Kate Carpenter Bernier	Member	Education Committee Building Committee Governance Committee	1	5 year term Dec 2017 – Dec 2022
JohnFredy Loaiza	Member	Education Committee	2	5 year term July 2020 – July 2025
Patricia McGovern	Member	Governance Committee (Chair) Building Committee	2	5 year term November 2019 –June 2024
Massiel Munoz Deleon	Member		2	1 year term November 2019 – June 2021
David Samick	Member	Finance Committee Building Committee	1	5 year term Dec 2017 – Dec 2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
September 26, 2020 8:30 am – 12:00 pm	TBD
October 13, 2020, 5:30 pm	190 Hampshire Street
December 10, 2020, 8:00 am	TBD
January 12, 2021, 5:30 pm	190 Hampshire Street
March 16, 2021	190 Hampshire Street
May 13, 2021	TBD
June 15, 2021	190 Hampshire Street

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR

Name of Committee	Date/Time	Location
Education	TBD: Fall 2020/ Spring 2021	190 Hampshire Street
Building	TBD: Fall 2020/ Spring 2021	190 Hampshire Street
Governance	TBD: March 2021	190 Hampshire Street
Finance	February 2021	190 Hampshire Street
Compensation	February 2021	190 Hampshire Street

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	No Change/New/Open Position
Board of Trustees Chairperson	N/A	
Charter School Leader	Jessica Drapeau (Prospect ELC)	Change
	Allison Ashworth (Gateway Lower School)	Change
	Rachel Fiddelman (Webster Lower School)	Change
Assistant Charter School Leader	NA	
Special Education Director	NA	
MCAS Test Coordinator	NA	
SIMS Coordinator	Emerson De Maria	Change
English Language Learner Director	NA	

Facilities

No Community Day Charter Public Schools changed facilities in this past school year. Locations of all Community Day Charter Public Schools are listed on the table below.

Location	Dates of Occupancy
Community Day Charter Public School-Prospect: ELC: 190 Hampshire Street Lower & Upper Schools: 73 Prospect Street	2001 1995
Community Day Charter Public School-Gateway: ELC: 9 Ballard Way Lower & Upper School: 50 Pleasant Street	2012 2013
Community Day Charter Public School-R. Kingman Webster: ELC: 7 Ballard Way Lower & Upper School: 439 So. Union Street, 3 rd Floor	2012 2016

Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2021-2022 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 5, 2021
Lottery	Lottery for all schools: March 3, 2021